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ABSTRACT

Originally issued in December 1986, this directory is a revised listing of long-term, nondiscretionary projects funded by the Office of Educational Research and Improvement (OERI). It includes the addresses, telephone numbers, mission statements, major activities, and key staff of the regional educational laboratories, the national research and development centers, the ERIC clearinghouses, the National Diffusion Network State Facilitators, the Leadership in Educational Administration Development (LEAD) Program, the Star Schools Demonstration Program, and major National Center for Education Statistics data collection efforts. It also lists the OERI project officers monitoring the projects for the Federal Government. (GL)

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Institutional Projects Funded

by

OERI

U.S. Department of Education

Office of Educational Research and Improvement

Information Services

March 1990

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Secretary

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Preface

Originally issued in December 1986, this directory is a revised listing of long-term, nondiscretionary projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. It includes the addresses, telephone numbers, mission statements, major activities and key staff of the regional educational laboratories, the national research and development centers, the ERIC clearinghouses, the National Diffusion Network Facilitators, the Leadership in Educational Administration and Star Schools programs, and major National Center for Education Statistics data collection efforts.

It also lists the OERI project officers monitoring the projects for the Federal Government.

This directory was prepared by Information Services staff members Elizabeth Payer and Tim Burr, with the assistance of Bob Brown, Linda Darby and Adrienne Chute.

Table of Contents

OERI Senior Staff 1

Educational Resources Information Center (ERIC) Clearinghouses and System Components 3

ERIC Clearinghouse on Adult, Career, and Vocational Education 3
ERIC Clearinghouse on Counseling and Personnel Services 4
ERIC Clearinghouse on Educational Management 4
ERIC Clearinghouse on Elementary and Early Childhood Education 4
ERIC Clearinghouse on Handicapped and Gifted Children 5
ERIC Clearinghouse on Higher Education 5
ERIC Clearinghouse on Information Resources 6
ERIC Clearinghouse on Junior Colleges 6
ERIC Clearinghouse on Languages and Liguistics 6
Adjunct ERIC Clearinghouse on Literacy Education 7
ERIC Clearinghouse on Reading and Communication Skills 7
ERIC Clearinghouse on Rural Education and Small Schools 8
ERIC Clearinghouse on Science, Mathematics, and Environmental Education 8
ERIC Clearinghouse for Social Studies/Social Science Education 8
ERIC Clearinghouse on Teacher Education 9
ERIC Clearinghouse on Tests, Measurement, and Evaluation 9
ERIC Clearinghouse on Urban Education 9
ERIC Processing and Reference Facility 10
ERIC Document Reproduction Service 10
ACCESS ERIC 11

Leadership in Educational Administration Development (LEAD) Program 12

National Center for Education Statistics Surveys 18

Common Core of Data 18
Federal-State Cooperative System for Public Library Data 19
High School & Beyond (1980–1992) 20
Integrated Postsecondary Education Data System 21
The National Assessment of Educational Progress 23
National Educational Longitudinal Study of 1988 24
National Postsecondary Student Aid Study of 1986–87 25
National Survey of Postsecondary Faculty 27
The Schools and Staffing Survey 27

National Diffusion Network State Facilitator Projects 30

National Research and Development Centers 36

National Arts Education Research Center 36
Center for Research on the Context of Secondary School Teaching 38
National Center on Education and Employment 38
Center for Research on Effective Schooling for Disadvantaged Students 39
National Center on Effective Secondary Schools 39

National Research and Development Centers, continued

Center for Research on Elementary and Middle Schools 40
Center for Research on Evaluation, Standards, and Student Testing 40
National Center for Research to Improve Postsecondary Teaching and Learning 41
National Center for Improving Science Education 42
Center for the Learning and Teaching of Elementary Subjects 42
Center for the Learning and Teaching of Literature 43
National Center for Research in Mathematical Sciences Education 43
Center for Policy Research in Education 44
National Center for Postsecondary Governance and Finance 44
Reading Research and Education Center 45
National Center for Educational Leadership 46
National Center for School Leadership 46
Center for the Study of Learning 47
Center for the Study of Writing 47
National Center for Research on Teacher Education 48
Center for Technology in Education 49
National Center for Research and Development in the Education of Gifted and Talented Children and Youth 49

Regional Educational Laboratories 50

Appalachia Educational Laboratory, Inc. 50
Far West Laboratory for Educational Research and Development 51
Mid-Continent Regional Educational Laboratory 51
North Central Regional Educational Laboratory 52
Northwest Regional Educational Laboratory 52
Regional Laboratory for Educational Improvement of the Northeast and Islands 53
Research for Better Schools 53
Southeastern Educational Improvement Laboratory 54
Southwest Educational Development Laboratory 55

Star Schools Demonstration Projects 56

Technical Education Research Centers 56
Satellite Educational Resources Consortium 57
TI-IN United Star Network 58
The Midlands Consortium 58

Directory of OERI Senior Staff

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Special Advisor to the Assitant Secretary
Thomas Bellamy 202–357–6496

Educational Resources Information Center (ERIC) Clearinghouses and System Components

Mission and Functions

The Educational Resources Information Center (ERIC) is an information network responsible for developing, maintaining, and providing access to the world's largest education database. The ERIC database contains bibliographic information, including key descriptors and abstracts, on over 695,000 research documents, journal articles, curricular materials, and resource guides.

The ERIC system includes a network of 16 Clearinghouses and a small number of Adjunt ERIC Clearinghouses each of which acquires, indexes and abstracts documents and journal articles for entry into the ERIC database. The database is available to users through multiple means, including microfiche collections (available in nearly 900 libraries around the world), CD-ROM and printed indexes, and from on-line information services.

Clearinghouses prepare monographs, digests, and other user-service products, conduct workshops and ERIC training sessions, and respond to numerous individual requests for information. Other system components include: the ERIC Processing and Reference Facility, the ERIC Document Reproduction Service, and ACCESS ERIC—all of which contribute to the development and promotion of ERIC database products and services.

OERI Director of the Educational Resources Information Center Program

Robert M. Stonehill
Information Services
Education Information Resources Division
202–357–6088

ERIC Clearinghouse on Adult, Career, and Vocational Education

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
614–292–4353
800–848–4815

Director:
Susan Imel
Assistant Director for Database Building and Processing Coordinator:
Sandra Kerka
Assistant Director for Dissemination and User Services Coordinator:
Judy Wagner

Subject Areas:

All levels of adult and continuing education from basic literacy training through professional skill upgrading; vocational and technical education covering all service areas for secondary, postsecondary, and adult populations; career education and career development programs for all ages and populations in educational, institutional, business, and industrial settings.

OERI Project Officer

Susan Klein
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6089

ERIC Clearinghouse on Counseling and Personnel Services

University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
313–764–9492

Director:
Garry R. Walz
Associate Director:
Jeanne Bleuer
User Services Coordinator:
Barbara Karvonen

Subject Areas:

Preparation, practice, and supervision of counselors at all education levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

OERI Project Officer

Nancy Krekeler
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6919

ERIC Clearinghouse on Educational Management

University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
503–686–5043

Director:
Philip K. Piele
Associate Director:
Keith Acheson
Assistant Director:
Stuart C. Smith
User Services Coordinator:
Mary Lou Finne

Subject Areas:

All aspects of the administration, leadership, finance, governance, and structure of public and private education organizations at the elementary, middle, and secondary levels, including facility planning, design, construction, equipment and furnishing, and maintenance; preservice and inservice preparation of administrators. Topics covered include: the social, technological, political, and legal contexts of education organizations, and of State and Federal programs and policies, and traditional and alternative schools.

OERI Project Officer

Dorothy Myers
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6849

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
217–333–1386

Director:
Lilian G. Katz
Associate Director:
Mima Spencer
User Services Coordinator:
Norma Howard

Subject Areas:

All aspects of the cognitive, emotional, social and physical development and education of children from birth through early adolescence, excluding specific elementary school curriculum areas. Among the topics covered are: prenatal and infant development and care; child care programs and community services for children at local, state, and federal levels; parent, child, and family relationships; home and school relationships; technology and children; preparation of early childhood teachers and caregivers; foster care and

adoption; theoretical and philosophical issues related to children's development and education.

OERI Project Officer

Susan Klein
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6089

ERIC Clearinghouse on Handicapped and Gifted Children

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
703–620–3660

Director:
Fred Weintraub
Associate Director for Product Development and User Services:
Jean Nazzaro
Associate Director for Database Development:
Kathleen McLane
Associate Director for OSERS/SEP Project:
Anmarie Kallas-Alleva
User Services Specialist:
Crystel Kurtzberg

Subject Areas:

All aspects of the education and development of handicapped persons, including prevention of handicaps, identification and assessment of handicaps, and intervention and enrichment programs for the handicapped both in special settings and within the mainstream. All aspects of the education and development of gifted persons.

OERI Project Officer

Susan Klein
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6089

ERIC Clearinghouse on Higher Education

George Washington University
One Dupont Circle, NW, Suite 630
Washington, D.C. 20036-1183
202–296–2597

Director:
Jonathan D. Fife
Associate Director:
Judi Conrad
Assistant Director:
Zari Mayville
User Services Specialist:
Jan Burt

Subject Areas:

Education beyond the secondary level that leads to a four-year, masters, doctoral, or professional degree and that includes courses and programs designed to enhance or update skills obtained in these degree programs. Covers student programs, conditions, or problems at colleges and universities. Areas include: academic advising; university and college faculty; graduate and professional education; professional continuing education; governance and management of higher education institutions; legal issues and legislation; finance; planning and evaluation; facilities; curriculum and instructional problems, programs, and development; and business or industry education programs leading to a degree.

OERI Project Officer

Nancy Krekeler
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6919

ERIC Clearinghouse on Information Resources

Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
315–443–3640

Director:
Michael Eisenberg
Associate Director:
Donald Ely
User Services Coordinator:
Nancy R. Preston

Subject Areas:

Educational technology and library and information science at all levels. Instructional design, development, and evaluation with emphases on educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science, the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within this scope.

OERI Project Officer

Kevin F. Arundel
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6846

ERIC Clearinghouse for Junior Colleges

University of California at Los Angeles
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
213–825–3931

Director:
Arthur M. Cohen
Associate Director:
Anita Y. Colby
User Services Coordinator:
Norbert Anthony

Subject Areas:

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

OERI Project Officer

Robert L. Thomas
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6925

ERIC Clearinghouse on Languages and Linguistics

Center for Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037-0037
202–429–9551

Director:
Charles W. Stansfield
Associate Director:
Jeanne Rennie
User Services Coordinator:
Bill Code

Subject Areas:

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign

languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

OERI Project Officer

Robert L. Thomas
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6925

Adjunct ERIC Clearinghouse on Literacy Education

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037–0037
202–429–9292

Director:
Jodi Crandall
Associate Director:
Jeanne Rennie
User Services Coordinator:
Karen Willetts

Subject Areas:

All aspects of literacy education for limited-English-proficient adults and out-of-school youth, including individuals who are beyond the age of compulsory school attendance under State law, as well as those youth who have dropped out of school. Limited-English-proficient individuals are those who have limited ability in speaking, reading, writing, or understanding English and those whose native language is a language other than English *or* who live in a family or community environment where a language other than English is the dominant language.

OERI Project Officer:

Robert L. Thomas
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6925

ERIC Clearinghouse on Reading and Communication Skills

Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
812–855–5847

Director:
Carl B. Smith
Associate Director:
Roger Farr
Associate Director/Project Manager
Eleanor Macfarlane
User Services Coordinator:
Gail Londergan

Subject Areas:

Reading, English, and communication skills (verbal and nonverbal) preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instructional development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

OERI Project Officer

Robert L. Thomas
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6925

ERIC Clearinghouse on Rural Education and Small Schools

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
800–624–9120 (Outside West Virginia
800–344–6646 (Inside West Virginia)

Co-Director:
C. Todd Strohmenger
Co-Director:
Craig B. Howley
User Services Specialist:
Berma Lanham

Subject Areas:

Economic, cultural, social, or other factors related to education programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; education practices and programs in all small schools. Includes programs, practices, and materials that provide learning experiences designed to meet the special needs of rural populations and schools where smallness is a factor.

OERI Project Officer

Patricia Coulter
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6286

ERIC Clearinghouse for Science, Mathematics, and Environmental Education

Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
614–292–6717

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Senior Associate Director for Administration and User Services:
Patricia E. Blosser
Associate Director for Science Education:
Stanley L. Helgeson
Associate Director for Mathematics Education:
Marilyn N. Suydam
Associate Director for Environmental Education:
John F. Disinger

Subject Areas:

Science, mathematics and environmental education at all levels, and within these broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes including the impact of such factors as interest level, intelligence, values, and concept development upon learning; education programs; research and evaluative studies; media applications; computer applications.

OERI Project Officer

Susan Klein
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6089

ERIC Clearinghouse for Social Studies/Social Science Education

Indiana University
Social Studies Development Center
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47405-2373
812–855–3838

Director:
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Associate Director:
C. Frederick Risinger
Assistant Director for Processing:
Jane Henson
Assistant Director for User Services:
Laura Smiddie

Subject Areas:

All levels of social science education (history, geography, anthropology, economics, sociology, social psychology, political science); applications

of theory and research to social science education; values education, contributions of social science disciplines; comparative education (K-12); social studies content and curriculum materials on subjects such as law-related education, bias and discrimination, and aging. Also includes the humanities (music and art).

OERI Project Officer

Kevin F. Arundel
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6846

ERIC Clearinghouse on Teacher Education

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, D.C. 20036-2412
202–293–2450

Director:
Mary E. Dilworth
Associate Director for Management:
Vacant
Associate Director for Health and Physical Education:
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User Services Coordinator:
Dorothy K. Stewart

Subject Areas:

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses. Also includes all aspects of physical education, health, dance, and recreation education.

OERI Project Officer

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Education Information Resources Division
Educational Resources Information Center
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ERIC Clearinghouse on Tests, Measurement, and Evaluation

American Institutes for Research (AIR)
Washington Research Center
3333 K Street, NW
Washington, D.C. 20007-3893
202–342–5060

Director:
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Associate Director:
Lauress Wise
User Services Coordinator:
Paula Hannaman

Subject Areas:

Assessment and evaluation of education projects or programs; tests and other measurement devices; methodology of measurement and evaluation; research design and methodology; human development; and learning theory in general.

OERI Project Officer

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Education Information Resources Division
Educational Resources Information Center
202–357–6088

ERIC Clearinghouse on Urban Education

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 West 120th Street
New York, New York 10027-9998
212–678–3433

Director:
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Assistant Director:
Robin Johnson Utsey
User Services Coordinator:
Robin Johnson Utsey

Subject Areas:

Programs and practices in schools in urban areas and the education of racial/ethnic minority children and youth in various settings—local, national, and international; theory and practice of education equity; urban and minority experiences; and urban and minority social institutions and services.

OERI Project Officer

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Education Information Resources Division
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ERIC Processing and Reference Facility

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2440 Research Boulevard, Suite 400
Rockville, Maryland 20850-3238
301–258–5500

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Carolyn Weller
Associate Director for Computer Systems:
Pat Brown

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The ERIC Processing and Reference Facility is a centralized information processing unit serving all components that contribute to the ERIC system: OERI, Clearinghouses and Adjunt Clearinghouse, ACCESS ERIC, the ERIC Document Reproduction Service (EDRS), Oryx Press (publisher of the *Current Index to Journals in Education*), and the Government Printing Office (publisher of *Resources in Education*). Services include: facility management and support; facility operations; reference and user services; and technical support for systems maintenance. The Facility produces a variety of products and publications from the ERIC database, including *Resources in Education* and its semi-annual indexes, other system publications, and copies of the ERIC database tape that it provides to subscribers around the world.

OERI Project Officer

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Education Information Resources Division
Educational Resources Information Center
202–357–6847

ERIC Document Reproduction Service (EDRS)

Computer Microfilm Corporation (CMC)
3900 Wheeler Avenue
Alexandria, Virginia 22304-6409
800–227–3742

Director:
Victor G. Fortin

Services:

The ERIC Document Reproduction Service (EDRS) is the ERIC system contractor responsible for microfilming most of the documents announced in *Resources in Education* (RIE). ERIC documents can be purchased as either microfiche or paper reproductions by simply calling EDRS. Individuals can expect to receive their requests within five working days. EDRS supplies more than one million microfiche each month to 800 locations around the world.

OERI Project Officer

Patricia Coulter
Information Services
Education Information Resources Division
Educational Resources Information Center
202–357–6286

ACCESS ERIC

Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850
800–USE–ERIC

Director:
Samuel Fustukjian
Supervisor of Information/User Services:
Paula Seidman

Services:

ACCESS ERIC provides a comprehensive outreach and dissemination program for the entire ERIC system. It is responsible for developing and distributing several new ERIC-related information files; producing system awareness products and publications; publishing the new *ERIC Review*, a new education journal; and providing reference and referral services for the ERIC system.

OERI Project Officer

Patricia Coulter
Information Services
Education Information Resources Division
Educational Resources Information Center
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Leadership in Educational Administration Development (LEAD) Program

Mission and Functions

The Leadership in Educational Administration Development (LEAD) Program provides grants for the operation of school leadership training and technical assistance centers. Centers operate in each state, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands. Each center offers a program to improve the leadership skills of school administrators across the "state."

Centers are sponsored by state departments of education, colleges and universities, administrator associations, and local and intermediate education agencies, often in collaborative partnerships. Their services include information collection and analysis, training, technical assistance and consultation, and dissemination of information and materials. Each program is tailored to the particular needs of the state.

Programs address the needs of both aspiring (pre-service) and practicing (in-service) administrators. Programs are diverse but in the aggregate tend to be characterized by:

- Research-based conceptualizations of the administrators leadership role and career stages, and development of comprehensive, coherent curricula to match.
- Development of training materials, processes, and activities to implement new curricula.
- Introduction or extension of administrator assessment processes and provision of corresponding skill development opportunities and resources.
- Experiential components such as principals' centers, mentoring, internships, peer coaching or support groups, and school improvement models.
- Leadership in state policy development and in statewide coordination of administrator preparation and development and programs.
- Collection and dissemination of state and national information needed to improve practice and policy.

The National LEADership Network, a partnership between the Department of Education and Kraft General Foods, Inc., administered through the Institute for Educational Leadership with funding from the Kraft Foundation, supports the LEAD centers and promotes their networking through national meetings, study groups, field-initiated studies, and materials development.

OERI Team Leader for the LEAD Program

Hunter Moorman
Programs for the Improvement of Practice
Educational Networks Division
202–357-6116

The National LEADership Network

Elizabeth L. Hale, Co-Director
Hunter Moorman, Co-Director
Institute for Educational Leadership
1001 Connecticut Avenue NW, Suite 310
Washington, DC 20036
202–822–8714

Lead Center Directors/Principal Contacts

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205–265–3610

ALASKA

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326 4th Street – Suite 408
Juneau, Alaska 99801
907–586–9702

AMERICAN SAMOA

Mr. Sili Atuatasi
LEAD Project
Department of Education
Paga Pago, American Samoa 96799
684–633–5237

ARIZONA

Dr. Robert Stout
Arizona State University
Division of Educational Leadership and Policy Studies, College of Education
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ARKANSAS

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NATIONAL CENTER FOR EDUCATION STATISTICS SURVEYS

Mission and Functions

The National Center for Education Statistics (NCES) collects, analyzes, and reports statistics on education in the United States. NCES also provides leadership in developing and promoting the use of standardized terminology and definitions for the collection of education statistics.

The core activities of NCES include collecting data on educational institutions at all levels, assessment of student achievement, and longitudinal data on student progress. NCES also supports surveys to obtain policy data and technical assistance activities to help state and local education agencies improve their statistical systems. Major products from these surveys include: *The Condition of Education* and the *Digest of Education Statistics*; projections of enrollments, teacher supply and demand, and other key data; and a variety of summary documents of education statistics.

OERI National Center for Education Statistics Acting Associate Commissioner for Data Development

Jeanne E. Griffith
National Center for Education Statistics
Data Development Division
202–357–6395

Common Core of Data

The Common Core of Data (CCD) is the primary data base on elementary and secondary public education of the National Center for Education Statistics (NCES). CCD is a comprehensive and timely National statistical data base comparable across all States on all public elementary and secondary schools and school districts. CCD contains three categories of information: general descriptive information; basic statistics; and fiscal data. The general descriptive information includes school name, address, phone number, and type of locale; basic statistics include numbers of students and staff, and demographic data on each; and fiscal data are revenues and current expenditures. The CCD is maintained in four separate, but linked, data files: (1) schools, (2) school districts, (3) State aggregate, non-fiscal, and (4) State aggregate, fiscal.

The objectives of the CCD are:

- To provide an official listing of public elementary and secondary schools and school districts in the Nation; and
- To provide basic information and descriptive statistics on public elementary and secondary schools and schooling.

Research Issues

The four data files within CCD can be used separately or in conjunction with one another to provide a basis for several topics of interest. Information about which file each variable comes from is contained in Section III. Examples of issues which could be addressed through CCD data include the following:

- Size of school and pupil/teacher ratio
- Size of school district and region of the country
- Locale of school and racial/ethnic composition
- Racial/ethnic composition and pupil/teacher ratio
- Locale of school and percent of free-lunch eligible students
- Grade level and pupil/teacher ratio
- Size of school district and number of handicapped students
- Students by grade level and number of graduates

- State expenditure for education and expenditure per pupil

Design

The CCD survey annually collects general purpose statistical information on public elementary and secondary education in the 50 States, the District of Columbia, and five outlying areas. Data are obtained from administrative records maintained by State education agencies (SEAs).

CCD consists of the following components:

Public School Universe—Contains information on all public elementary and secondary schools (approximately 84,000) reported in operation during a school year. This file includes school name, address, and telephone number; name of the district or other agency which operates the school; codes for school type and locale; full-time equivalent number of teachers assigned; number of students, by grade and racial/ethnic category and number eligible for free-lunch program.

Public Education Agency Universe—Contains information on all public elementary and secondary school districts or other education agencies (approximately 17,000) reported in operation during a school year. This file includes the agency name, address, and telephone number; codes for agency type, county, and other selected characteristics of the agency; student counts; and counts of graduates and other completers.

State Nonfiscal Survey—Contains information on all students and staff aggregated to State totals. The file includes fall membership by grade; full-time equivalent teachers and other staff by major employment category; and high school graduates and other completers.

State Fiscal Survey—Contains information on selected fiscal statistics related to elementary and secondary education aggregated to State totals. The file includes revenues by source; current expenditures by major function; and per pupil expenditure.

For more information, contact:

Common Core of Data
National Center for Education Statistics
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Federal-State Cooperative System for Public Library Data

The Federal-State Cooperative System for Public Library Data (FSCS) was developed to respond to the first mandate to collect data on libraries in P.L. 100-297, The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. FSCS is the only database on public libraries in the National Center for Education Statistics. It is a comprehensive, annual National statistical database comparable across all States. FSCS contains two categories of information: data on the individual public libraries; and a universe or "authority" file to control the State data submissions.

Design

The 1988 FSCS survey of public libraries provides the following data for each of 7910 public libraries in the 44 States and the District of Columbia that participated: name, address, city or town, zip code, telephone number, population of legal service area, number and type of service outlets, number and type of full-time equivalent staff, amount and source of operating income, amount and category of operating expenditures, capital outlay, material collection category, public service hours per typical week, services per typical week category, size of collection, circulation, and number of interlibrary loans to and from other libraries. All data elements are available by State and by library grouping in the report and by individual library as well on tape or diskette.

The universe file will contain the following information for each entity of the library: name, address, city or town, zip code, telephone, county, data reporting status, administrative status, outlet type, library system relationship status, legal basis, population served, metropolitan status, and number of outlets of the library.

A state of the art approach to data collection called "DECTOP" (Data Entry Conversion; Table Output Program) for use on a personal computer was developed for this survey. DECTOP could be a model for any system that depends on administrative records as the data source. It:

- Allows States to use their existing administrative fields, to report to NCES in LOTUS 1-2-3. dBase III, or on a flat file, ASCII, and generate a master file for their own use in producing the same tables published by NCES.
- Edits for errors, producing hard copy listing of problems. This enables States to correct problems before forwarding their data to NCES.

The PLUS (Public Library Universe System), modeled on DECTOP, is being developed for use on a personal computer. It will read in data from a dBase III file or on a flat file, ASCII, edit for errors, produce hard copy listings allowing for correction of inconsistencies, summarize and tabulate the file in the same manner that NCES will do, and control the entries reporting in that data file.

For more information, contact:

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High School & Beyond (1980–1992)

High School and Beyond (HS&B) is a series of longitudinal surveys sponsored by the National Center for Education Statistics (NCES), Office of Educational Research and Improvement, U.S. Department of Education. As part of the Center's longitudinal studies program, the aim of the surveys is to study over time the educational, vocational, and personal development of young people, beginning with either their elementary or high school years, and the personal, familial, social, institutional, and cultural factors that may affect that development.

The second of three major longitudinal studies sponsored by NCES, High School and Beyond was designed to inform Federal and State policy in the 1980's. The National Longitudinal Study of the High School Class of 1972 (NLS–72) preceded HS&B; the National Education Longitudinal Study of 1988 (NELS:88) will add to this rich database. Taken together these longitudinal studies provide not only measures of educational attainment but also explanations of the reasons for and consequences of academic success and failure.

Research Issues

The base-year survey of HS&B and the three follow up surveys have addressed the issues of educational attainment, employment, family formation, personal values, and community activities since 1980. Some examples of issues and questions that can be addressed with HS&B data are:

- How, when, and why do students enroll in postsecondary education institutions?
- Did those who (while enrolled in high school) expected to complete the baccalaureate (BA) degree actually do so? For those who did, were they able to enter the work force or graduate school in the time they expected? Did they do so in an area related to their undergraduate field of study?
- How has the percentage of recent graduates from a given cohort who enter the work force in their field changed over the past years? Are current graduates more or less likely to be able to enter a field related to their degree than they have in the past?
- What are the long-term effects of not completing high school in the traditional way? How do the employment and earning event histories of traditional high school graduates differ from those who did not finish high school in the traditional manner?
- Do individuals who attend college earn more than those individuals who do not attend college? Does student financial aid pay off? At what rate do those who immediately enter the work force do so in areas related to their field of study?
- What percentage are eligible or qualified to enter a public service profession such as teaching? How many enter full time in the area for which they are qualified?

Design

A nationally representative sample of over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the country participated in the High School and Beyond base year survey. Survey instruments were: a student questionnaire, a series of cognitive tests for each cohort, a school questionnaire, teacher comment

checklist, and a parent questionnaire. The base year of HS&B included a 1980 cohort of high school seniors that was directly comparable with the NLS-72 cohort. In addition, a sophomore cohort provided data on the many critical educational and vocational choices made between sophomore and senior year in high school. Replication of many of the earlier student questionnaire items and test items make it possible to analyze changes that occurred and their relationship to recent Federal policies and programs in education.

Three follow-up surveys of the High School and Beyond cohorts have been conducted at two-year intervals since the base-year data collection in spring 1980. The first follow-up sample consisted of approximately 30,000 1980 sophomores and 12,200 1980 seniors. Subsamples of approximately 12,000 seniors and 15,000 sophomores were selected to participate in the second and third follow-up studies. This subsampling was carried out to ensure adequate analytic power to address policy issues in areas such as excellence in education, access to postsecondary education, need for financial aid, and the impact of education on career choices. Nearly 80 percent of each cohort (11,700 sophomores and 9,400 seniors) have participated in all four surveys. A fourth follow-up of the 1980 sophomore cohort is planned for spring 1992. This follow-up will provide information covering 10 years beyond high school concerning the education and work experiences of this cohort. In addition to providing further information on the research issues mentioned, it will provide information comparable to that obtained through the National Longitudinal Study of the High School Class of 1972, base year through fifth follow-up, which covered a 14 year period.

Postsecondary education transcript studies include data files that can be merged with questionnaire data to provide information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credentials earned. Data files include information on 5,500 sophomores and 7,000 seniors. In addition to providing a data resource for the analysis of educational activities and their impacts, the transcript data may be used as an objective standard against which student self-reports may be compared and evaluated.

Financial Aid record studies also provide data files which can be merged with questionnaire data to provide detailed information concerning financial aid received while attending postsecondary institutions, particularly Federal financial aid. like the transcript files, these files can also be used as a standard against which student self-reports may be compared and evaluated.

For more information, please contact:

High School and Beyond
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Integrated Postsecondary Education Data System

The National Center for Education Statistics (NCES) has established the Integrated Postsecondary Education Data System (IPEDS) as its core postsecondary education data collection. It is a single comprehensive system that encompasses all identified institutions whose primary purpose is to provide postsecondary education. IPEDS supersedes the Higher Education General Information Survey (HEGIS) that collected data from 1965-1986 from the universe of institutions that were accredited by an accrediting organization recognized by the Secretary of Education. IPEDS is based on the HEGIS model in that institution level data are collected either directly from the institution or through a central, State coordinating office. However, new data needs have been incorporated into IPEDS and IPEDS includes approximately 12,000 postsecondary institutions whereas approximately 3,500 accredited colleges and universities were included in HEGIS. In designing and implementing the IPEDS, a significant effort has been made by NCES to maintain continuity in the HEGIS data series.

The IPEDS system consists of several integrated components that obtain and disseminate information on who provides postsecondary education (institutions), who participates in it and completes it (students), what programs are offered and what

programs are completed, and the resources involved in the provision of institutionally-based postsecondary education, both human resources and financial resources. Specifically, these components include:

- Institutional Characteristics
- Fall Enrollment
- Fall Enrollment in Occupationally Specific Programs
- Residence and Migration
- Total Institutional Activity
- Completions
- Finance
- Staff
- Salaries of Full-Time Instructional Faculty
- Libraries in Postsecondary Institutions

Research Issues

IPEDS provides a wealth of institutional-level data for analyzing the state of postsecondary education. For higher education institutions, IPEDS and HEGIS data can be used together to study long-term trends. IPEDS also supplies the institutional data necessary for conducting and interpreting special studies of postsecondary students, faculty, staff, and other aspects of postsecondary education. Specifically, the following areas can be addressed with IPEDS information:

The Institutional Characteristics data elements constitute the primary information that describes postsecondary education, such as enrollments, staff, graduates, and finance.

The Fall Enrollment report supplies extensive data on enrollment in October of the school year including information on first-time freshmen, graduate students, and first professional students.

The Total Institutional Activity survey of IPEDS collects the data needed to compute a standardized, full-time equivalent (FTE) enrollment for the entire academic year. The FTE measure is useful for gauging the size of the educational enterprise at the institution.

The Fall Enrollment in Occupationally Specific Programs data collection provides information mandated by the Carl Perkins Vocational Education Act on the number of vocational education students and the number and types of vocational programs offered.

Data on the number of students who complete a postsecondary education program by type of program and level of award are collected by the **Completions survey** of IPEDS. These data can be used to study the number of people trained in particular major fields of study.

IPEDS Finance data are used as a component in the Gross National Product, an important national economic measure. The Finance survey also provides a wealth of other information on the resources generated and used by postsecondary education enterprise.

Other interesting research studies could be based on the data on residence and migration, staff, salaries of full-time instructional faculty, and libraries in postsecondary institutions.

Design

IPEDS employs several new concepts in the collection of postsecondary institutional education data.

- First, data element definitions that are both (1) relevant to all providers of postsecondary education and (2) consistent among components of the system have been formulated and tested.
- Second, a set of data elements has been established to identify characteristics common to all providers of postsecondary education.
- Third, specific data elements have been established to define unique characteristics of different types of providers of postsecondary education.
- Fourth, relationships and dependencies among the several components of IPEDS have been established to avoid duplicative reporting and enhance the policy relevance and analytic potential of the data.
- Fifth, IPEDS has recognized the problems involved in trying to make inter-State and inter-institutional comparisons using the NCES postsecondary data and has addressed many of these problems through the use of clarifying questions—questions that ask what was or was not included in a reported count or total.
- Finally, specialized but compatible reporting formats have been developed for different sectors of postsecondary education providers. In general, the reports developed for postsecondary institutions granting baccalaureate and

higher degrees are the most extensive; forms for the 2-year, and less-than-2-year award granting sectors request less data. This design feature would accommodate the varied operating characteristics, program offerings, and reporting capabilities which differentiate postsecondary institutional sectors while at the same time yielding comparable statistics for some common parameters for all postsecondary sectors.

IPEDS collects data from all 4-year, 2-year, and public less than 2-year institutions. Data are also collected from a sample of approximately 1,200 of 6,200 less than 2-year private institutions. The IPEDS Institutional Characteristics component is the only component that is collected from all of the more than 12,000 institutions. This component provides the information that is needed to select samples for other IPEDS surveys and for other postsecondary education surveys.

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Integrated Postsecondary Education Data Survey
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The National Assessment of Educational Progress

The Nation's Report Card, the National Assessment of Educational Progress (NAEP), is an ongoing, Congressionally mandated project established to conduct national surveys of the educational performance of young Americans. Its primary goal is to determine and report the status and trends over time in educational achievement. NAEP was created in 1969 to obtain comprehensive and dependable national educational achievement data in a uniform, scientific manner. Today, the Nation's Report Card remains the only regularly conducted national survey of educational achievement at the elementary, middle, and high school levels.

Since 1969, NAEP has assessed 9-, 13-, and 17-year-olds attending public and private schools. In 1983, NAEP began sampling students by grade as well as by age. NAEP also periodically samples young adults.

Research Issues

The subject areas assessed by NAEP have included reading, writing, mathematics, science, and social studies, as well as citizenship, computer understanding, literature, art, music, and career development. Assessments were conducted annually through 1980, and have been conducted biennially since then. In the latest NAEP mandate in 1988, Congress specified that the project focus on reading and mathematics every two years, writing and science every four years, and history/geography at least once every six years. Reading, writing, mathematics, science, history, and civics have been reassessed to determine trends in achievement over time.

To enhance the utility of NAEP achievement results and provide the opportunity to examine policy issues, since 1984 NAEP has collected information about numerous background issues. Students, teachers, and school officials answer a variety of questions about demographics, education related activities and experiences, attitudes, curriculum, and resources.

Design

From its inception, NAEP has developed assessments through a consensus process. Educators, scholars, and citizens representative of diverse constituencies and points of view design objectives for each subject area assessment, proposing general goals they feel students should achieve in the course of their education. After careful reviews, the objectives are given to item writers, who develop assessment questions based on the objectives.

All questions undergo extensive reviews by subject-matter and measurement specialists, as well as careful scrutiny to eliminate any potential bias or lack of sensitivity to particular groups. They are then field tested, revised, and administered to a stratified, multi-stage probability sample. The young people sampled are selected so that their results may be generalized to the entire national population. Once the data have been collected, scored, and analyzed, NAEP publishes and dis-

seminates the results. Its purpose is to provide information that will help educators, legislators, and others to improve education in the United States.

NAEP is supported by the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education. NAEP is governed by an independent, legislatively defined board, the National Assessment Governing Board. For 1990, Congress has authorized the addition of a new state-comparison component to the national assessment: the NAEP Trial State Assessment Program. The Trial State Assessment Program will examine the mathematics achievement of public school students, permitting the participating states and territories to compare the performance of their eighth grade students with those of other states and territories across the nation. In 1992, the Trial State Assessment Program will include mathematics at eighth and fourth grade and reading in fourth grade.

For more information, contact:

National Assessment of Educational Progress
National Center for Education Statistics
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National Education Longitudinal Study of 1988

The National Education Longitudinal Study of 1988 (NELS:88) is a major longitudinal study sponsored by the National Center for Education Statistics (NCES), Office of Educational Research and Improvement, U.S. Department of Education. It is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Given the challenge facing America's schools to educate all our young people for the next decade, regardless of family circumstances, NELS:88 will complement and strengthen state and local efforts by furnishing new information (national level) on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e. academic achievement, persistence in school, and participation in postsecondary education).

The National Education Longitudinal Study of 1988 (NELS:88) is the third major longitudinal study sponsored by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS-72) and High School and Beyond (HS&B), surveyed high school seniors (and sophomores for HS&B), through high school, postsecondary education, and work and family formation experiences. Taken together, the longitudinal studies provide not only measures of educational attainment but also rich explanations of the reasons for and consequences of academic success and failure. Both NLS-72 and HS&B have had a major impact on the school reform movement.

NELS:88 is the first NCES sponsored longitudinal education study to begin surveying students as early as eighth grade. In 1988, some 26,000 eighth graders, their parents, their teachers, and their school principals were surveyed. The First Follow-Up Survey revisits the same sample of students during the spring of 1990, when they are in tenth grade.

Research Issues

The longitudinal design of this study permits the examination of change in young people's lives and the role of schools in promoting growth and positive life outcomes. In particular, NELS:88 will investigate the following:

Students' academic growth over time, and the family, community, school and classroom factors that promote or inhibit such growth. The goal will be to continue to identify school and classroom characteristics and practices that promote student learning. The study will pay special attention to the changing composition of the family, which is evidenced by increasing numbers of working mothers and families headed by single parents.

The transition from elementary to secondary school. The survey will permit the investigation of the ways students are assigned to curricular programs and courses, and how such assignments affect their academic performance as well as future career and postsecondary education choices.

The process of dropping out of school, as it occurs from eighth grade on. NELS:88 provides

the unprecedented opportunity to study young dropouts on a national scale; to examine the contextual factors associated with dropping out, especially those related to the school; and to profile the movement of students in and out of school, including alternative high school programs.

The role of the school in helping the disadvantaged. Given the demographic trends toward higher rates of teenage pregnancy, increasing poverty among children, and the growing proportions of language minority students, there is ongoing need for research on the school experiences of the disadvantaged and the approaches that hold the greatest promise for assisting them. By design, the NELS:88 sample contains ample representations of disadvantaged students.

The school experiences and academic performance of language minority students. NELS:88 has sampled Hispanics and Asian Pacific Americans to allow meaningful analyses of these subpopulations. Specifically, the data will provide information on variation in achievement levels, and bilingual education needs and experiences.

Attracting students to the study of mathematics and science. The data will reveal the preparation students receive nationwide and the degree to which their interest is captured and they are encouraged by their teachers and school to study advanced mathematics and science.

The features of effective schools. By surveying students, teachers, and school administrators, NELS:88 will enable researchers to holistically assess student educational outcomes. Thus it will be possible to identify those school attributes that are associated with student academic achievement and other selected student behaviors.

Design

The design for the NELS:88 First Follow-Up survey includes four questionnaires: student, school administrator, teacher, and dropout. Students and dropouts will take cognitive tests in reading, science, social science and math. The tests are designed to reflect tenth grade coursework but also have enough overlapping items with the eighth and twelfth grade tests to permit measurement of academic growth. Selected teachers of each sampled student will provide information about the student's study habits and performance and about instructional practices in the classes the students take.

In 1989, there was a field test to evaluate the effectiveness of questionnaires, cognitive tests, and survey procedures. A small sample of tenth grade students in five States were involved in the pretest. In order to calibrate the test items for future follow-up surveys, a small sample of twelfth graders were also tested.

In 1990, the full survey of NELS:88 First Follow-Up will be conducted between February and May. A First Follow-Up data file and user's manual will be available in the summer of 1991.

For more information, contact:

National Education Longitudinal Study of 1988
National Center for Education Statistics
Room 518
555 New Jersey Avenue, NW
Washington, DC 20208–5653
202–357–6767

National Postsecondary Student Aid Study of 1986–87

The National Postsecondary Student Aid Study of 1986-87 (NPSAS:87) provides a totally new perspective on the cost and financing of a postsecondary education. Whereas previous work has relied on Federal financial aid program data or State-specific data, NPSAS:87 derives from consistent and comprehensive data collected for a nationally representative sample of students enrolled in postsecondary institutions in the fall of 1986. NPSAS:87 not only provides data concerning the financing of postsecondary education, it also provides a snapshot of the characteristics of all types of students enrolled: Undergraduates, graduates, first professionals, part-time students, full-time students, traditional and older students, independent and dependent students, students in universities, colleges, and vocational schools, and aided and non-aided students.

NPSAS:87 is the first in a series with a three year cycle. The NPSAS:90 will be extended by serving as the base year for a new longitudinal study of beginning postsecondary students. The NPSAS

studies will be further enhanced in 1993 when it will also serve as the base year for a second longitudinal study of graduating seniors. As future NPSAS studies are completed, the data will become a source of valuable trend information.

NPSAS:87 included more than 43,000 students enrolled in about 1,100 postsecondary institutions. Data were collected from administrative records, student financial aid office records, student questionnaires, and parent surveys. The record data from student financial aid offices was updated in the summer of 1987 to reflect a full academic year of student financial aid activity.

In addition to students enrolled in postsecondary institutions in the fall of 1986, NPSAS:87 included a second cohort of ex-students who borrowed to finance their postsecondary education expenses. These "out-of-school borrowers" all were participants in the Federal Guaranteed Student Loan (GSL)—now known as the Stafford Loan—program at some time during academic years 1975-76 through 1984-85. Students who repaid their loans, were in repayment, or were in default were included in the sample of approximately 8,200.

Research Issues

NPSAS:87 data may be used to examine a large number of research issues concerning student financial aid, postsecondary enrollment patterns, and student characteristics. In particular, NPSAS:87 can be used to investigate the following:

Participation in student financial aid programs. The goal will be to identify institution, student, family, and other characteristics that are related to program participation by aid recipients and students who do not receive financial aid.

Special population enrollment rates in postsecondary education. Special populations include students with handicaps, racial and ethnic minorities, remedial students, disadvantaged students, and non-traditional (older) students. To some extent, graduate and first-professional students are special populations.

The distribution of students by major field of study. Of particular interest are mathematics, science, and engineering, as well as teacher preparation and health professionals.

Factors associated with choice of postsecondary institution. Data include distance from home, program offering, and the reputation of the institution.

Participation in postsecondary vocational education. Vocational programs in public less-than-4-year institutions and in private, for-profit (proprietary) institutions can be examined.

Parental support for postsecondary education. For dependent students, support from parents and family members, including in-kind support, the extent of parental savings to cover postsecondary expenses, the use of parental loans, and the influence of parents on choices can be analyzed.

Occupational and educational aspirations and plans of postsecondary students. The types of degrees expected and the anticipated timing of degrees can be examined in addition to occupational plans.

Design

The design of NPSAS:87 included multiple data sources, ranging from student questionnaires to record extracts. Detailed data concerning participation in student financial aid programs were extracted from records. Family circumstances, background demographic data, and plans and aspirations were collected using student questionnaires.

In 1989-90, NPSAS:90 will be fielded using similar instrumentation. Future studies will follow a three year cycle.

For more information, contact:

National Postsecondary Student Aid Study
National Center for Education Statistics
555 New Jersey Avenue, NW
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Washington, DC 20208–5733
202–357–6774

National Survey of Postsecondary Faculty

The National Survey of Postsecondary Faculty (NSOPF) is a comprehensive survey of and about higher education institutional faculty. Although faculty directly affect the quality of education institutions and perform much of the research and development work on which this nation's technological and economic advancement depend, there is very little current, comprehensive information on them. To fill the information gap, the National Center for Education Statistics (NCES) in the Office of Educational Research and Improvement of the U.S. Department of Education established a faculty study in 1987. The first cycle of the study was completed in 1988; the next one is scheduled for 1991-92.

Research Issues

The 1988 National Survey of Postsecondary Faculty (NSOPF-88) gathered information regarding the backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time instructional faculty in their many and varied higher education institutions. In addition, information was gathered from institutional and department-level respondents on such issues as faculty composition, new hires, and departures and recruitment, retention, and tenure policies.

Design

There were three major components of the study: a survey of institutional-level respondents at a stratified random sample of 480 institutions; a survey of a stratified random sample of 3,029 eligible department chairpersons (or their equivalent) within a subset of the participating institutions; and a survey of a stratified random sample of 11,013 eligible faculty members within the participating institutions. Response rates to the three surveys were 88 percent, 80 percent, and 76 percent, respectively.

The universe from which the institution sample was selected was all nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education. This includes religious, medical, and other specialized postsecondary institutions as well as two- and four-year nonspecialized postsecondary institutions. According to the 1987 Integrated Postsecondary Education Data System (IPEDS) file, this universe comprised 3,159 institutions.

Published reports from NSOPF-88 include: *Institutional Policies and Practices Regarding Faculty in Higher Education, A Descriptive Report of Academic Departments in Higher Education Institutions*, and *Faculty in Higher Education Institutions.*

For more information, contact:

National Survey of Postsecondary Faculty
National Center for Education Statistics
Room 324
Washington, DC 20208–5652
202–357–6834

The Schools and Staffing Survey

The most thorough and comprehensive survey in the history of American education concerning the school workforce and teacher supply and demand is now available on data tape for research, study, and analysis.

The school workforce and teacher supply and demand are critically fundamental features of America's public and private school landscape. Yet, there has been a lack of data on characteristics of our children's teachers and administrators. To remedy this, the U.S. Department of Education questioned 52,000 teachers in 9,300 public schools and 13,000 teachers in 3,500 private schools. The result is a composite national snapshot.

The Schools and Staffing Survey (SASS) is an integrated survey of public and private schools, school districts, school principals and teachers sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education. The survey was administered for the first time in school year 1987-88. It will be conducted again in 1990-91, and every two years thereafter. SASS provides data on schools, teachers and administrators in both public and private schools. Consequently, NCES publications

on SASS will include comparable public and private school information whenever appropriate. The audience for the data available from SASS consists of educators, researchers, policymakers, and others with an interest in educational issues.

The base year survey consists of four components. **The Teacher Demand and Shortage Questionnaire** is a survey of public school districts and private schools on aggregate demand for both new and continuing teachers. The questionnaire also provides measures of district and school policies on teacher salaries, compensation, retirement, hiring and other factors affecting supply and demand for teachers.

The second component, **the School Questionnaire,** is a survey of public and private schools about school programs, policies and conditions; student characteristics; staffing patterns and teacher turnover.

The third major component is **the School Administrator Questionnaire.** This is a survey of public school principals and private school heads about their background characteristics and qualifications, and their perceptions of school climate and conditions.

The fourth base year component is **the Teacher Questionnaire.** This survey of public and private school teachers provides information about demographic characteristics, teacher preparation and qualifications including degrees earned and courses taken in their field of assignment, career history and plans, income sources including income-in-kind and moonlighting, working conditions including class size and hours spent teaching in the classroom, and perceptions of school environment and the teaching profession.

One year after the base year survey, **the Teacher Follow-up Survey** is conducted. The follow-up is a sample of Teacher Survey respondents, both those who have left teaching and some who have remained, in order to determine the characteristics of those who leave, why they leave, where they go, and how they compare with non-leavers.

Research and Policy Issues

The analytical objectives for SASS consist of five major areas of concern beginning with **teacher supply and demand.** For example, are new hires as likely to be certified as previously employed teachers? To what extent is the demand for teachers met? The teacher supply and demand area also explores the policy conditions and initiatives which influence teacher supply and demand.

The second major area of concern refers to the **characteristics of the elementary and secondary teaching force**. For example, how do the skills and knowledge of the nation's teachers relate to their fields of assignment? What are the characteristics of specific subgroups of teachers, such as bilingual teachers or teachers who moonlight?

The third major area of concern is **teacher workplace conditions**. How does the school environment influence the teacher's effectiveness? What resources are available to teachers for teaching and professional development? Do teachers consider their working conditions to be satisfactory? This area also explores the extent to which the school's policies and operations contribute to effective teaching, including time allotted to instruction and instructional programs offered. Additionally, this area covers the use of incentives in recruiting and retaining teachers in areas of shortage.

The fourth major area of concern is **characteristics of school administrators.** What education and experience do the nation's school administrators bring to their functions as educational and managerial leaders? Is the supply of current and potential administrators adequate to meet future needs?

The fifth major area of concern covers **school programs and policies.** It examines characteristics of school programs and policies such as admissions requirements, teaching load, and staffing patterns.

Design

The data for the 1987-88 administration of SASS were collected by mail between January and May of 1988. Response rates ranged from 86.5 percent to 94.4 percent for public schools and from 66.0 percent to 79.3 percent for private schools.

The sample for SASS was designed to produce nationally representative estimates of schools, districts, and teachers in both public and private sectors. In addition, State representative estimates can be made for public schools. The stratified

sample of schools consisted of 9,300 public and 3,500 private schools.

On average, between four and eight teachers were selected from each school to comprise the teacher sample. This resulted in a total teacher sample of 65,000 teachers, 52,000 in public schools and 13,000 in private schools.

The clustered teacher sample permits analysis of both new and experienced teachers and teachers by the following fields of assignment: general elementary, special education, and all other at the elementary level; and math, science, social sciences, English, vocational education, and special education at the secondary level. At both levels a supplemental sample of English as a Second Language (ESL) and bilingual teachers was drawn to permit separate analysis of these relatively rare populations.

The school district sample was composed of the 5,600 school districts associated with the 9,300 public schools in the sample.

Public use data tapes, ED-TABS, and a series of topical reports are scheduled for release in 1990.

For more information, contact:

Schools and Staffing Survey
National Center for Education Statistics
Room 422
555 New Jersey Avenue, NW
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202–357–6336

National Diffusion Network State Facilitator Projects

Mission and Functions

The National Diffusion Network (NDN) is a system that promotes the adoption of proven education programs developed by public and private schools, colleges, and other institutions. NDN provides funds to "diffuse" or distribute information about exemplary programs to schools across the country and to provide training for teachers in schools that install NDN programs. These programs, their sponsoring schools and organizations, and the NDN State Facilitators form a resource network that helps other schools adopt the programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective.

OERI funds an NDN State Facilitator in each State, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands. OERI also funds a Private School Facilitator. The State Facilitators, through dissemination and training activities conducted by program developers, serve as "matchmakers" between NDN programs and schools and organizations that could benefit from adopting these programs. Similarly, the Private School Facilitator supports the adoption of NDN projects by private schools throughout the Nation. Currently, the NDN is funding 81 developers of exemplary programs and processes to conduct training and provide technical assistance to adopting schools and school districts, nationwide.

In addition to informing public and private education service providers about the availability of all exemplary education programs in the National Diffusion Network, Facilitators are also responsible for the following activities:

- assisting educators to assess needs and to match needs and interests with appropriate exemplary education programs.
- arranging for program developers to train educators that want to implement their programs.
- identifying and assisting other programs that have been developed to submit evidence to the Department of Education's Program Effectiveness Panel.
- providing information on ERIC, the OERI-supported Research and Development Centers and Regional Educational Laboratories, and the schools recognized by the Secretary's School Recognition Program.

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National Research and Development Centers

Mission and Functions

The National Research and Development Centers, supported by the Office of Research, conduct research on topics of national significance to educational policy and practice. Each center works in a defined field on a multi-year (and usually multi-disciplinary) program of research and development. Each center's role is to:

- Exercise leadership in its mission area.
- Conduct research and development that advance theory and practice.
- Attract the sustained attention of expert researchers to concentrate on problems in education.
- Create a long-term interaction between researchers and educators.
- Participate in a network for collaborative exchange in the education community.
- Disseminate research findings in useful forms to education policymakers and practitioners.

OERI Coordinator for the National Research and Development Center Program:

Ned Chalker
Office of Research
Office of the Director
202–357-6079

National Arts Education Research Center

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Nursing, and Arts Professions
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University of Illinois
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Directors:
Jerrold E. Ross, (New York University)
Charles Leonhard (University of Illionis)

The Arts Education Research Center is jointly funded by the National Endowment for the Arts (NEA) and the Office of Educational Research and Improvement (OERI). The NEA administers and monitors the Center. The Arts Education Research Center has two locations: New York University and the University of Illinois at Urbana-Champaign.

Mission

The **New York University** (NYU) Arts Education Research Center's mission is to conduct research that uses both qualitative and quantitative methodologies to study the following four areas that have direct impact on the teaching of the arts and music: (1) nature of aesthetic response; (2) skill development in the arts; (3) acquisition of historical knowledge about the arts; and (4) enhancement of critical thinking abilities. The first and second years' research focuses on art and music at the secondary school level in urban, rural, and suburban areas. The third year's research looks at theater, also at the secondary level. The NYU Arts Center's primary objective is to identify and/or create models of excellence in teaching the arts, demonstrate how and why these models work, and disseminate the results of such research so that the models can be replicated in public and private schools across the nation.

The **University of Illinois** (UI) Arts Education Research Center is dedicated to developing a deeper understanding of the complex issues surrounding teaching, learning, and evaluation in the arts at the elementary and secondary levels. The principal mission is to provide national leadership in three related areas: (1) conducting research that is germane to schools and schooling and that assesses the acquisition of knowledge and skills in the arts; (2) conducting research related to teaching and learning in the arts in elementary and secondary school settings; and (3) providing leadership for the arts teaching profession by disseminating information and organizing collaborative exchanges.

These institutions coordinate their research agendas and collaborate on research activities and findings. The activities of the Center are overseen by a single National Advisory Panel.

Major Research Program Areas/Principal Investigators

New York University

Processes of Successful Teaching and Curriculum Development in Arts Education
- Jerrold E. Ross
- Ellyn Berk
- David Ecker
- Margot Ely
- Robert Landy
- Francine Shuchat-Shaw
- Sharon Weinberg
- Teacher-Members of the Center

Videotape Documentation of Successful Teaching in Arts Education
- Same As Above

Educational Relationships Among Schools and Cultural Institutions
- Jerrold E. Ross
- Ellyn Berk

University of Illinois

Development and Validation of A Standardized Achievement Test in the Area of Artistic Processes and Techniques in Art History
- George Hardiman

National Study on Literacy and Art Education
- Ralph Smith

Role of Music in General Education
- Harry S. Broudy

Status Surveys of Art, Visuals, Dance, and Drama in the Elementary and Secondary Schools

Drama/Theatre
- Burnet Hobgood

Visuals
- George Hardiman

Dance
- Patricia Knowles

Influence of Cultural Condition on the Learning of Arts
- Brent Wilson

Development of Computer-Assisted Testing (Music Education)
- David Peters

Design of Studies in Dance
- Patricia Knowles

Design of Studies in Theatre
- Burnet Hobgood

Status Survey of Music Education in Elementary and Secondary Schools
- Richard Colwell

Motivation in Music
- Martin Maehr

Arts Education Field Work: Observational Studies
- Robert Stake

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Milbrey W. McLaughlin
Associate Director:
Joan E. Talbert
Affiliated Institution: Michigan State University

Mission

The Center's mission is to discover how working conditions and other circumstances in schools affect teachers, promote or hinder effective teaching and, ultimately, affect student outcomes. An important objective of the Center is to provide policymakers and practitioners with information about how school policies and practices, especially those associated with recent reforms, relate to the school context, teachers, and teaching.

Major Research Program Areas/Principal Investigators

Conceptualization and development
Milbrey W. McLaughlin
The Relationship of Context to Teaching and Student Outcomes
Milbrey W. McLaughlin
Joan E. Talbert
Richard Elmore
Brian Rowan

OERI Center Liaison

Elizabeth J. Demarest
Office of Research
Schools and School Professionals Division
202–357-6207

National Center on Education and Employment

Teachers College
Columbia University
Box 174
New York, New York 10027
212–678-3091

Director:
Sue E. Berryman
Associate Director for Communication:
Erwin Flaxman
Affiliated Institutions: The RAND Corporation and City University of New York, Graduate Center.

Mission

The Center's main mission is to identify who should teach what work-related education to whom, when, and how. Its secondary goal is to understand what employers need and what these needs imply for the design of schools. The research focuses on how the changing nature and structure of work are altering skill requirements, and how education and training affect economic growth, productivity and individuals' employment and wages. The research also addresses how individuals most effectively acquire work-related knowledge and skills and what these processes imply for redesigning work-related education and training.

Major Research Program Areas/Principal Investigators

Education and the Labor Market
Jacob Mincer
The Role of Family Background, School Characteristics, and School Curriculum in the Link Between Education and Labor Market Outcomes
Joseph Altonji
Youth Participation in Job Training and Labor Market Outcomes
Hong W. Tan
Knowledge Acquisition at Work
Sylvia Scribner
Community-Based Planning for Work-Related Education
Thomas Glennan, Jr.

OERI Center Liaison

Nevzer Stacey
Office of Research
Higher Education and Adult Learning Division
202–357-6243

Center for Research on Effective Schooling for Disadvantaged Students

School of Arts and Sciences
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
301–338-7570

Director:
Jomills H. Braddock II

Affiliated Institutions: University of California, Santa Barbara; Northern Arizona University; Teachers College, Columbia University; and, the Council of Chief State School Officers.

Mission

The Center's mission is to significantly improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by thorough scientific study and evaluation. The Center's working definition of the "educationally disadvantaged" is students who are not succeeding or are under-achieving in school because of insufficient educational experiences in at least one of the three domains of school, family, and community. The strategy for carrying out the mission is: to focus on the school as the major source of improvement in the education of the disadvantaged; to address the needs and interests of the educationally disadvantaged at all levels of development; to address the unique needs of language minority students; and, to incorporate the family and the community into the school improvement effort.

Major Research Program Areas/Principal Investigators

Early and Elementary Education Program
Nancy L. Karweit
Robert E. Slavin

Middle Grades and High School Program
Joyce L. Epstein
Warren Hayman

Language Minority Program
Richard Duran
Alejandro Portes

School, Family, and Community Connections Program
Saundra Nettles

OERI Center Liaison

Ronald Pedone
Office of Research
Education and Society Division
202–357-6233

National Center on Effective Secondary Schools

University of Wisconsin–Madison
1025 West Johnson Street
Madison, Wisconsin 53706
608–263-7575

Director:
Fred M. Newmann

Associate Director:
Gary Wehlage

Mission

The Center seeks to learn how to improve student achievement in secondary schools. Special attention is directed to the needs of disadvantaged and less successful students. Research on improving academic achievement is guided by three central assumptions: (1) since the concept and measurement of achievement are problematic, the mission of this Center should not be simply to increase student scores on tests currently in use; (2) to improve academic achievement, we must first understand how to increase student engagement in academic work; and, (3) although policies and conditions originating beyond the school have substantial impact on student achievement, more attention must be given to the strategies that teachers and administrators can use to alter conditions in schools so that students' engagement and achievement will be increased.

Major Research Program Areas/Principal Investigators

Clearinghouse on Academic Achievement
Fred M. Newmann

Non-Instructional Influences on Adolescent Engagement in Academic Work and Achievement
B. Bradford Brown
Laurence Steinberg

Stratification of Learning Opportunities in Middle and High School
Adam Gamoran
Martin Nystrand

Higher-Order Thinking in the High School Curriculum
Fred M. Newmann
Programs and Policies Affecting At-Risk Youth
Gary Wehlage
Alternative Structures and the Quality of Teachers' Worklife
Karen Seashore Louis
Richard Rossmiller

OERI Center Liaison

Oliver Moles
Office of Research
Schools and School Professionals Division
202–357-6207

Center for Research on Elementary and Middle Schools

Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
301–338-7570

Co-Directors:
James McPartland
Edward McDill

Mission

The mission of the Center for Research on Elementary and Middle Schools is to produce useful knowledge about how elementary and middle schools can foster growth in students' learning and development. The work of the Center is designed to produce: (a) better scientific understanding of how elementary and middle schools can foster student learning of academic knowledge and skills and student development of valued personal characteristics such as strong self-concept, civic values, and independence; (b) research-based practical methods for improving the effectiveness of elementary and middle schools; and (c) specific strategies for implementing effective research-based school and classroom practices.

Major Research Program Areas/Principal Investigators

Program on Effective Elementary Schools
Robert Slavin
Nancy Karweit
Henry Becker
Robert Stevens
Program on Effective Middle Schools
Joyce Epstein
James McPartland
Program on School Improvement
Gary Gottfredson
Denise Gottfredson

OERI Center Liaison

Rene Gonzalez
Office of Research
Schools and School Professionals Division
202–357-6207

Center for Research on Evaluation, Standards, and Student Testing

Regents of the University of California
Center for the Study of Evaluation
University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024
213–825-4711

Co-Directors:
Eva L. Baker (UCLA)
Robert Linn (University of Colorado)
School of Education
Campus Box 249
Boulder, Colorado 80309
Associate Director:
Joan Herman, UCLA
Affiliated Institutions: National Opinion Research Center at the University of Chicago; University of Colorado; and Arizona State University.

Mission

The Center's mission is to conduct research and development for improving the quality of testing and evaluation practices. The work is designed to improve the validity of available testing and evaluation information and to explore their contributions to educational excellence and equity, their impact on local school improvement, and their role in enlightened policymaking. The

Center's research programs are based on the belief that evaluation and testing can contribute significantly to educational quality and planning and to decision-making at all levels. To do so, testing and evaluation must be sensitive to the complexities and realities of educational processes, to local and regional educational needs, and to the many constitutencies having a stake in education and its evaluation.

Major Research Program Areas/Principal Investigators

Testing for the Improvement of Learning (Testing)
Eva L. Baker
Robert Linn

Systems for Evaluating and Improving Educational Quality (Evaluation)
Eva L. Baker
Robert Linn

Impact of Testing and Evaluation on Educational Standards, Policy, and Practice (Impact)
Eva L. Baker
Robert Linn

School Reform Assessment
Eva L. Baker
Robert Linn

OERI Center Liaison

Ram Singh
Office of Research
Learning and Instruction Division
202–357-6032

National Center for Research to Improve Postsecondary Teaching and Learning

School of Education
University of Michigan
Ann Arbor, Michigan 48198-1259
313–936-2741

Director:
Joan S. Stark

Associate Director:
Wilbert J. McKeachie

Mission

The Center focuses its research, development, and dissemination activities on college classroom learning and teaching strategies, curricular structure and integration, faculty attitudes and teaching behaviors, organizational practices, and use of emerging information technology. It emphasizes the cognitive development of undergraduate students in colleges that concentrate on teaching as their primary mission. This emphasis was chosen because recent research in cognition holds great promise for improving learning and teaching in higher education.

Major Research Program Areas/Principal Investigators

Classroom Teaching and Learning Strategies
Wilbert J. McKeachie
Paul R. Pintrich

Curricular Design: Influences and Impacts
Joan S. Stark
Malcolm A. Lowther

Faculty as a Key Resource
Robert T. Blackburn
Janet H. Lawrence

Organizational Context for Teaching and Learning
Marvin W. Peterson
Kim S. Cameron

Learning, Teaching, and Technology
Robert B. Kozma
Jerome Johnston

OERI Center Liaison

Joseph Conaty
Office of Research
Higher Education and Adult Learning Division
202–357-6079

National Center for Improving Science Education

The Network, Inc.
290 South Main Street
Andover, Massachusetts 01810
508–470-1080, or

1920 L Street, NW
Suite 202
Washington D.C. 20036
202–467-0652

Director:
Senta Raizen

Affiliated Institution: Biological Sciences Curriculum Study (BSCS)

Mission

The National Center for Improving Science Education provides conceptual and practical leadership across areas of major interest in science education by promoting changes in state and local education agency policies that affect science assessment, curriculum and instruction, and teaching. In doing so, the Center is serving as a mechanism to bridge gaps between research and practice in science education by synthesizing what is known from current research and practice. The Center's research agenda is comprised of a series of integrative studies that enable it to: (1) understand the current status of assessment, curriculum and instruction, and teaching in science; (2) enhance, link, and integrate current efforts to establish what ought to be the future state of science education; and (3) create products and processes that help science education progress toward its stated goals. The Biological Sciences Curriculum Study (BSCS) assists in carrying out the mission and activities of this Center.

Major Research Program Areas/Principal Investigators

Assessment of Science
Senta Raizen
Science Curriculum Study
Roger Bybee
Science Teaching Study
Susan Loucks-Horsley

OERI Center Liaison

Wanda D. Chambers
Office of Research
Learning and Instruction Division
202–357-6021

Center for the Learning and Teaching of Elementary Subjects

Michigan State University
College of Education
East Lansing, Michigan 48824
517–353-6470

Co-Directors:
Jere Brophy
Penelope L. Peterson

Mission

The Center for the Learning and Teaching of Elementary Subjects identifies exemplary practices, particularly for teaching and learning problem-solving and higher-order thinking; develops and tests hypotheses through school-based research; and makes specific recommendations for improvement of school policies, instructional materials, assessment procedures, and teaching practices. The Center focuses on the issues of: (1) what content should be taught, (2) how teachers frame and focus their teaching to best utilize their resources, and (3) in what ways good teaching is subject-matter specific. The Center addresses these issues as they relate to the elementary education subject areas of arts education, literature, math, science, and social studies.

Major Research Program Areas/Principal Investigators

Ideal Curriculum, Instruction, and Assessment Practices in Elementary Content Areas
Jere Brophy
Integrated Studies of Current Practice
Penelope L. Peterson
Improvement of Existing Practice
Jere Brophy
Penelope L. Peterson

OERI Center Liaisons

Eleanor N. Chiogioji
Clara Lawson-Copeland
Office of Research
Learning and Instruction Division
202–357-6021

Center for the Learning and Teaching of Literature

State University of New York at Albany
School of Education
1400 Washington Avenue
Albany, New York 12222
518–442-5026

Director:
Arthur N. Applebee
Co-Directors:
Judith A. Langer
Alan C. Purves

Mission

The mission of the Center for the Learning and Teaching of Literature is: to provide an intellectual focus for literature research and practice; to conduct research that contributes to the improvement of teaching and learning; and to act as a clearinghouse that promotes good practice in the teaching of literature. The Center is exploring fundamental issues in the literature curriculum that have potential for improving classroom practice. Fundamental issues are identified by examining the content and organization of the literature curriculum, processes of teaching and learning in literature classrooms, and the assessment of student performance.

Through a parallel strand of work, primarily through the systematic study of the content and organization of literature instruction in unusual programs across the United States, the Center is examining major alternatives to current emphases in the curriculum. The Center is investigating approaches to literature instruction that are more compatible with current emphases in other areas of the curriculum. The Center is also clarifying the domain that is being assessed, the ways in which the domain can be sampled and examined, and the relationships among the different kinds of knowledge represented. The research findings will be applicable to elementary, middle, and secondary public and private schools.

Major Research Program Areas/Principal Investigators

Current Emphases in Curriculum and Instruction
Arthur N. Applebee
Sean Walmsley
Teaching and Learning Processes
Judith A. Langer
Lil Brannon
James Marshall
Assessment
Alan C. Purves
Peter Johnston

OERI Center Liaison

Rita R. Foy
Office of Research
Learning and Instruction Division
202–357-6021

National Center for Research in Mathematical Sciences Education

Wisconsin Center for Education Research
University of Wisconsin - Madison
1025 West Johnson Street
Madison, Wisconsin 53706
608–263-4285

Director:
Thomas A. Romberg

Mission

The Center for the Learning and Teaching of Mathematics has a research program that seeks to provide a research base for the reform movement in school mathematics. The NCRMSE is addressing the integration of knowledge about teaching and learning mathematics, the relationship between mathematics content matter and the curriculum, and mathematics assessment. The activities focus on two areas: Instruction/Learning and Curriculum/Assessment. The programmatic research design addresses: (1) how to build relationships between research on students' cognition and problem-solving ability and research on instruction in the content-specific areas of Early Arithmetic, Algebra, Geometry, and Rational Numbers; and, (2) how to build a relationship between current efforts to reform the school mathematics curriculum and the procedures and techniques of assessing student achievement in mathematics as a result of studying the curriculum. The latter relationship is examining the nature of the current curriculum reform movement, the state of current practice and the problem

of curriculum alignment, and the influence of assessment in the curriculum.

Major Research Program Areas/Principal Investigators

Learning and Instruction of Algebra, Early Arithmetic, Geometry and Rational Numbers
Elizabeth Fennema
Thomas Carpenter

Mathematics Curriculum and Assessment of Mathematics Study
Thomas Romberg

OERI Center Liaison

Steven Kirsner
Office of Research
Learning and Instruction Division
202–357-6032

Center for Policy Research in Education

The Eagleton Institute of Politics
Rutgers, The State University of New Jersey
Wood Lawn–Neilson Campus
New Brunswick, New Jersey 08901
201–828-3872

Director:
Susan Fuhrman

Affiliated Institutions: Stanford Unversity, University of Wisconsin–Madison, and Michigan State University.

Mission

The Center produces research that: (1) is useful to policymakers and their constituents; (2) focuses on the relationships between policy and teaching, learning, school organization, and student performance; (3) strengthens the connections among policy, practice, and performance; (4) provides information about a range of policy approaches to influence education practice; (5) contributes to theory and knowledge about which policies work best under which circumstances; and, (6) fosters a strengthened dialogue between the producers and consumers of research.

Major Research Program Areas/Principal Investigators

Curriculum and Student Standards
Bill Clune
Teacher Policies
Gary Sykes
Indicators and Monitoring
Craig Richards
New Roles and Responsibilities
Dick Elmore
Evolution of Reform
Susan Fuhrman

OERI Center Liaison

James Fox
Office of Research
Office of the Director
202–357-6234

National Center for Postsecondary Governance and Finance

College of Education
Room 4114 CSS Building
University of Maryland
College Park, Maryland 20742-2435
301–454-1568

Executive Director:
Richard P. Chait

Associate Director for Communication and Administration:
Kathryn Theus

Affiliated Institutions: Arizona State University; Teachers College, Columbia University; and Stanford University.

Mission

The mission of the Center is to improve the effectiveness, efficiency, and equity of teaching, research, and public service in postsecondary education. This mission is carried out through policy research and dissemination of information designed to improve governance, management, and finance practices. The Center is pursuing the concerns of postsecondary education at the institutional, inter-institutional, State, and Federal levels. This includes: (1) promoting learning through teaching, (2) creating knowledge through research and scholarship, and (3) disseminating knowledge and providing assistance through public service activities.

Major Research Program Areas/Principal Investigators

Examining Postsecondary Education Finance
- Richard Anderson
- William Massy

Examining Postsecondary Education Governance
- Robert Birnbaum
- Robert Berdahl
- Richard Chait
- Richard Richardson
- Kathryn Theus

OERI Center Liaison

Jeffrey Gilmore
Office of Research
Higher Education and Adult Learning Division
202–357-6243

Reading Research and Education Center

University of Illinois
174 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
217–333-2552

Co-Directors:
- Richard C. Anderson
- Rand Spiro

Associate Director:
- Jean Osborn

Sub-Contractor: Bolt, Beranek and Newman, Inc.

Mission

The primary mission of the Reading Research and Education Center (RREC) is to conduct research that will help us to become "a nation of readers." The Center's aim is to produce knowledge that will benefit practitioners and others. It does this by engaging in applied and basic research activities that pertain to research on the teaching of reading and on how students learn to read. The RREC's program of work is designed to address research issues that are primarily related to practice in four major areas.

- Acquisition of Knowledge and Skills—how students learn the skills that enable them to acquire knowledge from textbooks in different academic subjects.
- Instruction in Reading—how teachers can become more effective in helping students learn to read.
- Text Characteristics—how written text affects student learning and how textbooks can be improved to optimize learning.
- Testing of Reading Proficiency—how reading performance can be measured better, in alignment with our current knowledge about what constitutes the act of reading.

The Center also has three major institutional activities that are designed to ensure that knowledge about reading becomes infused into practice: (1) improving school reading materials, (2) improving professional development, and (3) raising the level of literacy.

Major Research Program Areas/Principal Investigators

Acquisition of Knowledge and Skills
- William Brewer
- Jana Mason
- George McConkie
- Linda Meyer
- Stella Vosniadou

Instruction in Reading
- Dolores Durkin
- Bertram Bruce
- William Nagy
- Jean Osborn
- Andee Rubin

Text Characteristics
- Richard C. Anderson
- Thomas Anderson
- Bonnie Armbruster
- Rand Spiro

Testing Reading Proficiency
- P. David Pearson
- Diane Stevens

OERI Center Liaison

Anne P. Sweet
Office of Research
Learning and Instruction Division
202–357-6032

National Center for Educational Leadership

Graduate School of Education
Harvard University
Gutman Library, 6 Appian Way
Cambridge, Massachusetts 02138-3704
617–495-3575

Director:
Lee G. Bolman
Graduate School of Education
Gutman Library, 6 Appian Way
Cambridge, Massachusetts 02138-3704

Co-Director:
Terrence C. Deal
George Peabody College of Education
Box 514
Vanderbilt University
Nashville, Tennessee 37203
615–322-8014

Affiliated Institutions: Vanderbilt University and The University of Chicago.

Mission

The Center's mission is to conduct research and development in the area of school leadership. The research agenda of the Center for School Leadership focuses on three major questions: (1) what is good leadership, (2) how does good school leadership come about, and (3) what will good leadership mean in the future. These questions are being addressed through a series of research projects by staff at Harvard University, Vanderbilt University, and The University of Chicago.

Major Research Program Areas/Principal Investigators

What Is Good School Leadership?
Lee Bolman
Terrence Deal
Carol H. Weiss
Dan C. Lortie
Susan Moore Johnson

How Does Good School Leadership Come About?
Lee Bolman
Terrence Deal
Catherine Marshall
Jerry Murphy

What Will Good School Leadership Mean in the Future?
Willis Hawley
Philip Hallinger
Jerry Murphy

OERI Center Liaison

David Stevenson
Office of Research
School and School Professionals Division
202–357-6207

National Center for School Leadership

College of Education
University of Illinois at Urbana-Champaign
Urbana, Illinois 61801
217–333–2870, 244–1122

Director:
Russell Ames
Beckman Institute 3325
405 North Mathews
Urbana, Illinois 61801

Affiliated Institutions: University of Michigan; Metritech, Inc.; and the Illinois State Board of Education.

Mission

The Center investigates school leadership as it relates to school culture and climate and to teaching, learning, and student achievement. Qualitative and quantitative methods are used to address both the theory and practice of leadership; and, conferences and publications are employed to tie research results to current practice. Scholarly papers, assessment instruments, and comparative analyses supplement the central research activities.

Major Research Program Areas/Principal Investigators

Integration and Conceptualization
Russell Ames

School Leadership
Russell Ames
Samuel Krug

School Culture and Climate
Martin Machr

Classroom Teaching and Learning
Carole Ames

School Leader Training and Development Program
Russell Ames
Samuel Krug
School District Context for Effective Leadership
Frederick Wirt

OERI Center Liaison

Ronald Anson
Office of Research
School and School Professionals Division
202–357-6207

Center for the Study of Learning

Learning, Research and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260
412–624–7485

Co-Directors:
Lauren Resnick, LRDC
Robert Glaser, LRDC
Associate Director:
James Voss, Center for the Study of Learning

Mission

The Center seeks to create new knowledge that will be useful in teaching students how to become competent thinkers, learners, and problem solvers. The Center's research focuses on understanding the skills underlying successful thinking and learning in three areas of the school curriculum: mathematics, science, and social studies. The research is directed at children of all ability levels, from the hardest to teach to the most talented.

Major Research Program Areas/Principal Investigators

Mathematics Learning
Lauren Resnick
Gaea Leinhardt
Edward Silver
Stellan Ohlsson
Science Learning
Robert Glaser
Michelene Chi
Social Studies Learning
James Voss
Isabel Beck
John Levine
Learning Skills
Charles Perfetti

OERI Center Liaison

Judith Segal
Office of Research
Learning and Instruction Division
202–357-6021

Center for the Study of Writing

School of Education
University of California, Berkeley
Berkeley, California 94720
415–643-7022

Director:
Sarah Warshauer Freedman
Co-Directors:
James Gray
Linda Flower
John R. Hayes
Assistant Director:
Sandra R. Schecter
Affiliated Institution: Carnegie-Mellon University

Mission

The primary mission of the Center is to improve the teaching and learning of writing from the early years through adulthood. Committed to helping all students become full-fledged participants in our literate world, the Center's research program addresses writing as (a) a means of communication, (b) a skill to be developed, and (c) a tool for learning and thinking across the disciplines. The Center encourages and promotes research that emphasizes the student as learner and the teacher's interactions with the learner. Underlying this research is the belief that effective research in writing is "practice-sensitive" and helps foster "research-sensitive" approaches on the part of educators. The Center's major objective is to build workable theories that will have conceptual and practical impact on the teaching and learning of writing as well as stimulate further research.

Major Research Program Areas/Principal Investigators

Writing and the Writer
- Anne Haas Dyson
- Linda Flower
- John R. Hayes

Writing and Instruction
- Sarah W. Freedman
- John R. Hayes
- Mary Sue Ammon
- Paul Ammon
- Donald McQuade
- Nancy Sommers
- Guadalupe Valdes
- Jenny Cook-Gumperz

Interactions: Writing and Reading; Writing and Speaking; Writing and Computers
- Anne Haas Dyson
- Wallace Chafe

OERI Center Liaison

Eleanor N. Chiogioji
Office of Research
Learning and Instruction Division
202–357-6021

National Center for Research on Teacher Education

College of Education
Michigan State University
Erickson Hall
East Lansing, Michigan 48824-1034
517–355-9302

Director:
- Mary Kennedy

Associate Directors:
- Robert Floden
- G. Williamson McDiarmid

Affiliated Institutions: University of Wisconsin, Madison; Education Matters, Inc., Cambridge, Massachusetts; and Teachers College, Columbia University.

Mission

The National Center for Research on Teacher Education seeks to produce useful knowledge to improve the quality of teacher education. The Center views teacher education as one of many influences on teachers and examines the purpose and role of programs relative to these other influences. It asks what impact various approaches or alternatives to teacher education have on teachers and how particular kinds of learning opportunities influence teachers. These questions are examined as they relate to the teaching of two academic subjects: writing and mathematics. To date, there has been more argument than inquiry about these questions, and rarely have the issues been defined in a way that allowed careful investigation. Therefore, the Center's work consists as much of conceptual development as it does of gathering empirical data. The goal is to improve and expand conceptual and empirical studies of teacher education and teacher learning and, in so doing, to help focus debates about teacher education and inform teacher education policy and practice.

Major Research Program Areas/Principal Investigators

Study of Program Purposes
- Robert Floden

Study of Program Character and Quality
- Mary Kennedy

Study of Teacher Learning
- Mary Kennedy
- Robert Floden

Instrument Development
- G. Williamson McDiarmid

OERI Center Liaison

Elizabeth A. Ashburn
Office of Research
Schools and School Professionals Division
202–357-6207

Center for Technology in Education

Bank Street College of Education
610 West 112th Street
New York, New York 10025
212–222-6700

Director:
Karen Sheingold, Bank Street College
Associate Director for Research:
Jan Hawkins
Assistant Director for Multimedia R&D:
Kathleen Wilson
Affiliated Institutions: Bolt, Beranek & Newman, Inc., Brown University, and Harvard University.

Mission

The mission of the Center for Technology in Education (CTE) is to study, design, and demonstrate the roles that technologies can play in improving student learning and achievement in schools. Its primary goal is to understand how technologies can be integrated into schools and classrooms in ways that deepen students' understanding of curricular content and enhance students' skills of critical thinking, inquiry, and analysis. Its research and development encompass several areas of the curriculum, including the humanities, sciences, and social studies. The CTE is committed to conducting and disseminating its work in ways that can affect the diverse settings, populations, and purposes that characterize the nation's schools.

Major Research Program Areas/Principal Investigators

Design Experiments:
Allan Collins
Integrating Technology into Learning and Instruction in Schools
Jan Hawkins
Assessing Student Learning
Howard Gardner, Harvard
Allan Collins
Jan Hawkins
Adapting and Designing Advanced Technologiges
Kathleen Wilson
Linking Reform and Restructuring to Learning and Technology
Karen Sheingold

OERI Center Liaisons

Eleanor N. Chiogioji
202–357-6021
Anne P. Sweet
202–357-6032
Office of Research
Learning and Instruction Division

National Center for Research and Development in the Education of Gifted and Talented Children and Youth

The award for this Center is expected to be made by late April 1990.

Mission

The Center's mission will be to: conduct research on methods and techniques for identifying and teaching gifted and talented students; to perform surveys and evaluations of programs for these individuals; and, to collect, analyze, and develop other information needed to improve education for the gifted and talented. Emphasis in placed on programs for special populations of students such as economically disadvantaged individuals, students of limited English proficiency, and individuals with handicaps.

For further information contact:

Margaret Chavez or Ivor Pritchard
Office of Research
Education and Society Division
202–357–6223

Regional Educational Laboratories

Mission and Functions

From 1985 through 1990, OERI has been funding nine regional educational laboratories which carry out applied research, development, and technical assistance for educators, parents, and decisionmakers in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Basin Region. Each laboratory serves a geographic region and is governed by an independent board of directors. During 1990, OERI is conducting competitions for ten regional laboratories, including a new one for the Pacific Basin.

Laboratories plan programs through an ongoing assessment of regional needs, a knowledge of the current trends in research and practice, and interaction with the many other agencies and institutions that assist communities and schools with educational improvement. Improving schools and classrooms is the goal of the laboratories, a goal they carry out through a common set of five tasks or functions:

- Working with other regional organizations to apply research and improve schools. Partner organizations include State departments of education, intermediate school districts and service improvement organizations, universities, colleges, and State associations of educators and parents.
- Assisting State-level policymakers on the implications of educational research and practice for policies and programs.
- Conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement.
- Collaborating with other laboratories, research centers, national associations and other R and D organizations to extend and enhance related research and development.
- Developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

OERI Team Leader for the Regional Educational Laboratory Program

Barbara Lieb-Brilhart
Programs for the Improvement of Practice
Educational Networks Division
202–357-6186

Appalachia Educational Laboratory, Inc. (AEL)

1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325
304–347-0400

Board President:
Henry Marockie
Executive Director:
Terry L. Eidell
Deputy Executive Director:
John R. Sanders
States Served: Kentucky, Tennessee, Virginia, and West Virginia.

Task Key Staff

Task I: . . . . . .Governance
Terry L. Eidell
Task II: . . . . . .School Improvement
John R. Sanders
Task III: . . . . . .State Policy
Pamela B. Lutz
Task IV: . . . . . R&D Resources
Terry L. Eidell
Task V: . . . . . .Collaboration
John R. Sanders

Major Activities

Classroom Instruction
Jane Hange
School Governance and Administration
Sandra R. Orletsky

Policy and Planning Center
Pamela B. Lutz
Professional Preparation and Research
Terry L. Eidell
Regional Liaison Center
Betty Harris James
School Service Center
John R. Sanders
Rural and Small Schools
Todd Strohmenger

OERI Institutional Liaison:

Richard Lallmang
Programs for the Improvement of Practice
Educational Networks Division
202–357-6274

Far West Laboratory for Educational Research and Development (FWL)

1855 Folsom Street
San Francisco, California 94103
415–565-3000

Board President:
Eugene Paslov
Executive Director:
Dean H. Nafziger
States Served: Arizona, California, Nevada, and Utah.

Task/Key Staff

Task I: . . . . . .Governance
Gary Estes
Task II: . . . . . .School Improvement
Stanley H. L. Chow
Task III: . . . . . .State Policy
Stanley H. L. Chow
Task IV: . . . . . R&D Resources
Donald Barfield
Task V: . . . . . .Collaboration
Stanley H. L. Chow

Major Activities

Teaching and Learning
Donald Barfield
Improving Organizational Effectiveness
C. Lynn Jenks
Professional Preparation and Development
Donald Barfield
Students at Risk
Larry F. Guthrie
Center for Educational Policy
Stanley H. L. Chow
Southern Service Center
Roger Dash
Rural and Small Schools
Stanley H. L. Chow
Planning and Evaluation
Paul D. Hood
Publication Services
Donna Bellorado

OERI Institutional Liaison

Cheryl Garnette
Programs for the Improvement of Practice
Educational Networks Division
202–357-6267

Mid-Continent Regional Educational Laboratory (McREL)

Denver Office

12500 East Iliff
Suite 201
Aurora, Colorado 80014
303–337-0990

Kansas City Office

4709 Belleview Avenue
Kansas City, Missouri 64112
816–756-2401

Board Chairman:
John Prasch
Executive Director:
C. L. Hutchins (Denver Office)
States Served: Colorado, Kansas, Nebraska, Missouri, Wyoming, North Dakota, and South Dakota.

Task/Coordinator

Task I: . . . . . .Governance
Sylvia Parker (Denver)
Task II: . . . . . .School Improvement
Sandra Berger (Kansas City)
Task III: . . . . . .State Policy
Shirley McCune (Denver)

Task IV: . . . . . R&D Resources
Barbara McCombs (Denver)
Task V: . . . . . .Collaboration
Sandra Berger (Denver)

Major Activities/Key Staff

Literacy and Mathematics
Robert Marzano
Policy, Management and Teaching
Shirley McCune
Rural Education and Community Development
Paul Nachtigal
School Improvement Field Services
Susan Everson

OERI Institutional Liaison

Carol Mitchell
Programs for the Improvement of Practice
Educational Networks Division
202–357-6128

North Central Regional Educational Laboratory (NCREL)

295 Emroy Avenue
Elmhurst, Illinois 60126
312–941-7677

Board President:
Franklin Walter
Executive Director:
Jeri Nowakowski
Director, R&D Resources:
Judson Hixson
Director, Curriculum and Instruction R&D:
Beau Fly Jones
Director, Rural Education:
Lawrence Friedman
Director, Business Affairs:
Barbara Lopatka
States Served: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

Task Key Staff

Task I: . . . . . .Governance
Jeri Nowakowski
Task II: . . . . . .School Improvement
Lawrence Friedman
Task III: . . . . . .State Policy
Nancy Fulford
Task IV: . . . . . R&D Resources
Judson Hixson
Task V: . . . . . .Collaboration
Linda Kunesh

Major Activities

Improving Student Performance
Beverly Walker
Strengthening the Quality of Instruction
Beau Fly Jones
Developing the Education Professions
Judson Hixson
Rural and Small Schools
Lawrence Friedman

OERI Institutional Liaison

Lois Weinberg
Programs for the Improvement of Practice
Educational Networks Division
202–357-6147

Northwest Regional Educational Laboratory (NWREL)

101 S.W. Main Street, Suite 500
Portland, Oregon 97204
503–275-9500

Board President:
Barney C. Parker
Executive Director:
Robert R. Rath
Associate Director:
Ethel Simon-McWilliams
Areas Served: Alaska, Idaho, Montana, Oregon, Washington, the Territory of American Samoa, the Territory of Guam, Hawaii, and the Commonwealth of the Northern Mariana Islands.

Major Activities/Key Staff

Assessment and Evaluation
Ethel Simon-McWilliams
Cultural Understanding and Equity
Ethel Simon-McWilliams
Business and Human Resource Agencies
Larry McClure
Professional Development
Rex Hagans
Rural and Small Schools
Steve Nelson
School Improvement
Bob Blum

Technology
Don Holznagel

Laboratory Program Areas

Center for the Advancement of Pacific Education
John Kofel
Center for National Origin, Race, and Sex Equity
Ethel Simon-McWilliams
Education and Assessment and Evaluation
Ethel Simon-McWilliams
Institutional Development and Communication
Jerry Kirkpatrick
Literacy, Language and Communication . . . . .
Steve Reder
Planning and Service Coordination
Rex Hagans
R&D for Indian Education
Joe Coburn
School Improvement Program
Bob Blum

Laboratory Program Areas/Key Staff

Technology Program
Don Holznagel
Western Center for Drug-Free Schools and Communities
Judy Johnson
For information about specific OERI sponsored tasks or projects, please contact the Office of the Executive Director.

OERI Institutional Liaison

Marshall Sashkin
Programs for the Improvement of Practice
Educational Networks Division
202–357-6120

Regional Laboratory for Educational Improvement of the Northeast and Islands

290 South Main Street
Andover, Massachusetts 01810
508–470-0098

Board Chair:
Margaretta Edwards
Executive Director:
David P. Crandall
Areas Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands.

Task/Key Staff

Task I: . . . . . .Governance
David P. Crandall
Task II: . . . . . .School Improvement
Leslie F. Hergert
Task III: . . . . . .State Policy
Richard E. Basom, Jr.
Task IV: . . . . . R&D Resources
Susan Loucks-Horsley
Task V: . . . . . .Collaboration
David P. Crandall

Major Activities

Teacher Development
Susan Loucks-Horsley
Public Policy for School Improvement
Richard E. Basom, Jr.
At-Risk Youth
Leslie F. Hergert
Rural and Small Schools
Michael Mayo
Program Governance and Support
Glen Harvey

OERI Institutional Liaison

John C. Egermeier
Programs for the Improvement of Practice
Educational Networks Division
202–357-6119

Research for Better Schools (RBS)

444 North Third Street
Philadelphia, Pennsylvania 19123
215–574-9300

Board President:
Edmonia T. Yates
Executive Director:
John E. Hopkins
Associate Director:
John A. Connolly
Areas Served: Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey.

Task/Key Staff

Task I: . . . . . .Governance
Kathleen Lindenhofen
Task II: . . . . . .School Improvement
Arnold Webb
Task III: . . . . . .State Policy
Richard A. McCann
Task IV: . . . . . R&D Resources
Ronald L. Houston
Task V: . . . . . .Collaboration
Barbara Z. Presseisen

Major Activities

Institutional Development
Joan L. Buttram
Cooperative School Improvement
Arnold Webb
State Leadership Assistance
Richard A. McCann
Applied Research
Dick Corbett
Bruce Wilson
Products for Special Populations
Ronald L. Houston
National Networking
Barbara Z. Presseisen
Rural and Small Schools
John Connolly

OERI Institutional Liaison

Susan K. Talley
Programs for the Improvement of Practice
Educational Networks Division
202–357-6129

Southeastern Educational Improvement Laboratory (SEIL)

P.O. Box 12748
200 Park Offices, Suite 200
Research Triangle Park, North Carolina 27709-2748
919–549-8216

Board President:
Werner Rogers
Executive Director:
Charles J. Law, Jr.
Deputy Executive Director:
Peirce Hammond
States Served: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

Task/Key Staff

Task I: . . . . . .Governance
Charles J. Law, Jr.
Task II: . . . . . .School Improvement
Peirce Hammond
Task III: . . . . . .State Policy
Joseph Haenn
Task IV: . . . . . R&D Resources
Peirce Hammond
Task V: . . . . . .Collaboration
Charles J. Law, Jr.
Peirce Hammond

Major Activities

Improving Writing Skills
Charles Law
Making Effective Use of Technology
Frederick Smith
Improving Leadership Skills
Peirce Hammond
State Policy and Educational Reform
Joseph Haenn
The Teaching Profession
Joseph Haenn
Improving Math Skills
Frederick Smith
Dropout Prevention
Frederick Smith
Rural and Small Schools
Alean Miller

OERI Institutional Liaison

John Coulson
Programs for the Improvement of Practice
Educational Networks Division
202–357-6133

Southwest Educational Development Laboratory (SEDL)

211 East Seventh Street
Austin, Texas 78701
512–476-6861

Board President:
Pat Crist
Executive Director:
Preston C. Kronkosky
Director of Institutional Communication and Development:
David A. Wilson
Co-Directors, OERI Program
Marianne Vaughan
David L. Williams, Jr.
States Served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Task/Key Staff

Task I: . . . . . .Governance
Preston C. Kronkosky
Task II: . . . . . .School Improvement
Marianne Vaughan
Task III: . . . . . Rural/Small Schools
Marianne Vaughan
Task IV: . .Improving Teacher andAdministrator Performance and Student Achievement
David L. Williams, Jr.
Task V: . . . . . .Collaboration
David Wilson

Major Activities

Facilitating Student Achievement
David L. Williams, Jr.
Information Services for Education Decision-makers
David L. Williams, Jr.
Training Teacher Developers
Marianne Vaughan
Rural and Small Schools
Martha Smith
Gayla Lawson

OERI Institutional Liaison

Carter Collins
Programs for the Improvement of Practice
Educational Networks Division
202–357-6121

Star Schools Demonstration Projects

Mission and Functions

OERI funds four geographically-dispersed distance learning projects that demonstrate effective applications of telecommunications resources to deliver education to traditionally underserved populations. There is an emphasis on science, mathematics, and foreign language instruction in these projects.

Projects provide actual classroom instruction for elementary and high school students in areas such as advanced placement mathematics, physics, Japanese, German, Spanish, and career awareness. In addition, the system offers staff development programs for college credit and workshops associated with subject matter courses.

Over the two-year grant period, OERI expects that sites in approximately 40 states will participate in the demonstrations, during which more than 1,000 new downlink sites will be established.

The following formats are being used in the demonstration:

- One way video, two way audio, i.e. students can ask teachers questions via telephone feedback systems.
- Teleconference workshops for staff development.
- Microcomputer-based laboratory programs with national computer data bases providing information on radon gas emissions, the weather, seismographic data, and other topics.
- Audio and computer conferencing systems.

OERI Team Leader for the Star Schools Demonstration Program

Frank B. Withrow
Programs for the Improvement of Practice
Educational Networks Division
202–357-6200

Technical Education Research Centers

Technical Education Research Centers
1696 Massachusetts Avenue
Cambridge, Massachusetts 02138
617–547-0430

Center Director:
Robert Tinker
Project Director:
Cecilia Lenk
Affiliated Institutions: Arizona State University, Biological Sciences Curriculum Study (BSCS), Boston Museum of Science, City College of New York, Minnesota Educational Computing Corporation (MECC), Northwest Regional Educational Laboratory, Pepperdine University, Tufts University, University of Michigan, and University of Virginia.

Mission

The primary mission of the Technical Education Research Centers' (TERC) Star Schools project is to promote student-initiated projects in science and mathematics in middle and secondary schools throughout the nation through the use of microcomputers, video programming, and telecommunications. To facilitate and support cooperative investigations, students and teachers are linked with other participating schools, the collaborating institutions which are participating as sub-contractors, and practicing scientists via a telecommunications network. The collaborating institutions serve as resource centers that select schools in their local areas to participate and provide teachers with materials and equipment, training, and on-going support. TERC has designed six curriculum units:

- *IntroNet* orients students and teachers to the network and software tools that will be used in succeeding units.
- *Polls and Surveys* introduces students and teachers to data analysis and basic statistical tools.
- *Radon* equips students with the tools and materials needed to conduct a radon survey, and then encourages students to undertake divergent investigations in science and to explore the social aspects of the radon issue.
- *Design* challenges students to plan and solve physical design problems.
- *Iteration* engages students in exploring the mathematical patterns that emerge when they iterate, or repeat, a geometric transformation or an algebraic function.
- *Weather* engages students in the study of microclimates—the climate of a very small area, such as a school yard, forest, field, lake, or even a garden—in order to speculate about climate changes on a larger scale.

Each Curriculum unit begins with set, structured core activities and progresses towards more open-ended investigations. *Astronomy*, *Tides*, and *Trees* are being added for the second year of the project.

Major Activities/Key Staff

Software Development
Richard Nemirovsky
Training of Trainers Workshop
William Barclay
Workshop Evaluation
Sylvia Weir
Classroom Implementation
Cecilia Lenk
Linda Brink

Project Officer

L. Ann Benjamin
Programs for the Improvement of Practice
Research Applications Division
202–357-6187

Satellite Educational Resources Consortium

Southern Educational Communications Association
2628 Millwood Avenue
P.O. Box 50008
Columbia, South Carolina 29205
803–799-5517

Project Director:
Skip Hinton
Project Manager:
Gail Arnall

Affiliated Institutions: State departments of education and educational television networks and stations in 14 states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Nebraska, New Jersey, North Dakota, Pennsylvania, South Carolina, Texas, and Wisconsin. Also participating are the public television stations and local school districts in Cleveland, Ohio and Detroit, Michigan.

Mission

The mission of the Satellite Educational Resources Consortium's (SERC) Star Schools Project is to expand educational opportunities by employing the latest telecommunication technologies to make available quality education in math, science, and foreign languages equally and cost-effectively to students regardless of their geographical location or socioeconomic status. Math, science, and foreign language courses are offered via satellite three times a day to high school students serviced by SERC. All courses will provide for live audio interaction between students and the television teacher. In cooperation with local universities, graduate courses and in-service training are offered to teachers. Over the two-year grant period, nearly 700 downlinks will be installed to reach students and teachers throughout the SERC states. SERC offers several staff development teleconferences for administrators, school board members, and support staff. The SERC project also includes an innovative project to install and evaluate computer keypad technology for studio teacher/student interaction.

Major Activities/Key Staff

Policy and Coordination
Skip Hinton
Communication
Lee Monk

Project Operation
Gail Arnall

Project Officer

Lois N. Weinberg
Programs for the Improvement of Practice
Educational Networks Division
202–357-6147

TI-IN United Star Network

TI-IN, Inc.
1000 Central Parkway North
San Antonio, Texas 78232
512–490-3900

Project Director:
Pamela Pease

Affiliated Institutions: University of Alabama at Tuscaloosa, California State University at Chico, Western Illinois University, Illinois State Board of Education, Mississippi State University, North Carolina Department of Public Instruction, Region 20 Education Service Center, Texas Education Agency.

Mission

The TI-IN United Star Network provides direct instruction and teacher training in the critical subjects of mathematics, foreign languages, and science via satellite delivery. Students and teachers in 316 Indian and Chapter 1 eligible schools across 16 states receive instructional programs for the purpose of equalizing access to academic resources by overcoming barriers of geography, wealth, race, and culture.

The University of Alabama is offering its science curriculum, biomedical preparatory program (Bio-Prep) to train junior and high school students and their teachers. CSU, Chico is offering graduate level courses designed to upgrade teachers' skills in math, science, foreign languages, and use of new technology. North Carolina's Department of Public Instruction offers a Foreign Language Staff Development Institute for elementary school teachers, and Mississippi State offers a math institute for teachers. Western Illinois University and Region 20 are integrating all the programming into a Career and Guidance Program to illustrate careers related to mathematics and science.

Major Activities/Key Staff

Technology
Don Foshee
Evaluation
Jennings Bryant
Programming
Sandra LaPlant

Project Officer

Cheryl P. Garnette
Programs for the Improvement of Practice
Educational Networks Division
202–357-6267

The Midlands Consortium

Midlands Consortium Star Schools Project
Oklahoma State University/Stillwater Campus
309 North Cordell
Stillwater, Oklahoma 74078-0422
405–744-8131

Director:
Malcom Phelps

Consortium Members: Oklahoma State University, Oklahoma State Board of Education, University of Kansas, Kansas State University, University of Alabama at Birmingham, University of Mississippi, and the Missouri School Boards Association (MSBA).

Mission

The **Midlands Consortium** is a partnership of elementary and secondary schools, state departments of education, state school board associations, and leading universities in five predominately rural states.

The Consoritium was created to meet the educational needs of students, teachers and other educators in rural and educationally disadvantaged areas through the expanded use of live, interactive, satellite-based programming.

Install satellite downlinks at elementary and secondary school sites;

Deliver staff development programs for educators; and

Produce or develop courses for students in areas such as science enrichment, foreign language and reading.

Major Activities/Key Staff

Equipment Installation
Individual consortium members for their states
Satellite Programming
OSU, Kansas State, and MSBA
Staff Development Programs for Teachers and School Administrators
Individual consortium members for their states
Technical Assistance
Individual consortium members for their states
Evaluation and Dissemination
OSU Staff

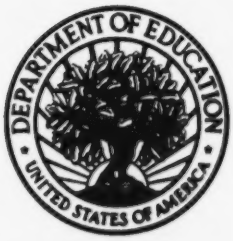
Project Officer

Joseph A. Wilkes
Programs for the Improvement of Practice
Education Networks Division
202–357-6169

The Office of Educational Research and Improvement Bulletin

To learn more about activities in the U.S. Department of Education's Office of Educational Research and Improvement and the activities it sponsors, add your name to the mailing list for the ***Office of Educational Research and Improvement Bulletin***. The ***Bulletin*** is published three to four times a year. It includes lists of new publications and data sets, announcements on grant and contract competitions and awards, news about new programs within OERI, a list of OERI phone numbers, and a calendar of upcoming events.

To receive the free ***Office of Educational Research and Improvement Bulletin***, send your name and address on a postcard to: **OERI Bulletin, Information Services, 555 New Jersey Avenue NW, Washington, DC 20208–5570.**



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